

FINAL SUMMARY FORM
OVERALL 0-60 HEDI SCORING SHEET

19K678-EAST NEW YORK
MIDDLE SCHOOL OF

Name of Teacher: EDGAR TELESFORD

School/Building: EXCELLENCE

Option 1: 75% Domains 2 and 3, 25% Domains 1 and 4

Formal Observation: Scored on all 22 components (each of the 4 Domains scored: Domain 1 10%, Domain 2 12.5%, Domain 3 12.5%, Domain 4 10%) - 45% of total points for observations

- Minimum of 1
- If more than 1, scores from each individual observation averaged across the total number conducted

Informal observations: Domains 2 and 3 only - 50% of total points for observations

- Minimum of 3, scores from each individual observation averaged across the total number conducted
- If more than 3, scores from each individual observation averaged across the total number conducted

Artifacts for Domains 1 and 4 (Initial Planning Conference, Pre- and/or Post-Observation Conference, Summative End of Year Conference) - 5% of total points for observations

Option 2: 75% Domains 2 and 3, 25% Domains 1 and 4

Informal observations: Scored on all 22 components (Domains 2 & 3: 75%, Domains 1 & 4: 20%) - 95% of total points for observations

- Minimum of 6, scores from each individual observation averaged across the total number conducted
- If more than 6, scores from each individual observation averaged across the total number conducted

Artifacts for Domains 1 and 4 (Initial Planning Conference, Summative End of Year Conference): 5% of total points for observations

See conversion chart for

Assign a Final Teacher Effectiveness HEDI rating to the Teacher based Directions Above

Final Teacher Effectiveness HEDI rating

HE	E	X	I
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(mark X on applicable Final HEDI rating)

SUMMARY

0-60 HEDI SCORE:

41

Teacher Effectiveness Rating:

Developing

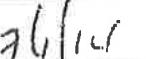
Teacher's signature



Date

Evaluator's signature

Date



(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Confidentiality Notice: This report may contain data that is confidential, private or sensitive. Please ensure the appropriate use and security of this report.

Created By: slee25

06/19/2014 8:48 PM

Editorial

Edition
Common Name, Chemistry

REMEMBER: Individual artificial ratings do not automatically contribute to the *End of Year Appraisal Rating*. To determine the *End of Year Appraisal Rating*, evaluators should consider teachers' ratings on teacher-submitted artifacts, evaluation-requested artifacts, and evidence to determine an overall rating for each applicable component.

RATINGS		Weight	
Professional Observations Score To Date:	2.18	84%	MOTP Rating
End of Year Artifacts Rating:	1.41	5%	At 22 Components rated at least once?
	2.10		Yes
			MOTP Points earned on 0-60 scale:
			41
			MOTP Points earned on 0-60 Scale:
			41
			MOTP MED Rating:
			Developing

This statement is not prepared in the Form of Year Appraisal Rating as confirmed in the Standing Instructions concerning GOF Comptroller. This statement reflects the weighted Observation Rating scores of relevant areas as they were submitted and confirmed into the Reference Web Application. The scores will not reflect the Form of Year Appraisal Rating until it is confirmed in the Rating. Once all required MOPP ratings have been entered for the Governmental Opt-in, this form will serve as the Final MOPP rating.

2. When data will reflect as observations ratings are entered into the System. Rating Standing this end of year rating at time of the officials record be complete.

3. Rating of Overall Observation Rating and End of Year Rating will be averaged into the System. Rating Standing this end of year rating at time of the officials record be complete.

4. Overall Observation Rating and End of Year Rating will be averaged to reflect the system as MOPP Rating on a scale from 1-4. These ratings are then converted to MOPP points on a scale of 0-20, and to a MOPP composite score on the Highly Effective, Effective, Developing, or Ineffective, this chart in Appendix E of the Performance Criteria.

Created By: [mste26](#)
NYC Department of Education

EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Denistone rubric on a 1-4 HEDI scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.
The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:Date: 02/04/2014 Time/Period: 9:54 - 10:14/Pd 3Location: 19K878-EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	2- Developing
1b: Demonstrating knowledge of students The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills.	1- Ineffective
1c: Setting instructional outcomes They are stated as student activities, rather than as outcomes for learning.	1- Ineffective
1d: Demonstrating knowledge of resources The teacher is unaware of resources to assist student learning.	1- Ineffective
1e: Designing coherent instruction Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations.	1- Ineffective
1f: Designing student assessments Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.	1- Ineffective
2a: Creating an environment of respect and rapport Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies.	2- Developing
2b: Establishing a culture for learning The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand.	1- Ineffective
2c: Managing classroom procedures Much instructional time is lost due to inefficient classroom routines and procedures.	1- Ineffective
2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher responses to student misbehavior is consistent, proportionate, and respectful to students and is effective.	3- Effective
2e: Organizing physical space The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology.	2- Developing
3a: Communicating with students The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. (The Aim did not reflect what the student were working on - the Aim on the lesson plan did not match the Aim written on the board.)	1- Ineffective
3b: Using questioning and discussion techniques The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher	1- Ineffective

Last Revised: 02/06/14 9:58:46 AM

<p>mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p> <p>3c: Engaging students in learning The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. (Students who were still writing were grouped with students that were editing their written work.)</p>	1- Ineffective
<p>3d: Using assessment in instruction Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. (Responses to students regarding their work was general - for example, student was told "nice little piece.")</p>	1- Ineffective
<p>3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community	N/A
4e: Growing and developing professionally	N/A
4f: Showing professionalism	N/A

Last Revised: 02/08/14 9:59:48 AM

Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area(s) of Strength:

2d: Managing student behavior - Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. There was constant walking around while the students were working.

Priority Area(s) for Growth:

1c: Setting instructional outcomes - All outcomes must represent high-level learning in the discipline. They are to be clear, are written in the form of student learning, and permit viable methods of assessment. There was little evidence of clear learning outcome as the student learning outcome did not match with what the students were working on. (Learning outcome written on the lesson plan - students will be able to write a creative essay about waves - did not align to what the students were actually working on - Revising and peer editing). Please make sure to have the learning outcome align to what the students will work on during the lesson.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions.

Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

Evaluator's signature

Date 2/6/2014

Evaluator's name (print) LEE, SUK KU

Teacher's signature

Date 2/7/2014

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 02/06/14 9:59:46 AM

EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HEDI scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
LOCATION: EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. However, the teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	3- Effective
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	2- Developing
1c: Setting instructional outcomes Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	2- Developing
1d: Demonstrating knowledge of resources The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill.	2- Developing
1e: Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.	2- Developing
1f: Designing student assessments Assessment results are used to design lesson plans for the whole class, not individual students.	2- Developing

Last Revised: 04/10/14 2:54:26 PM By msmail2

G.D.F.

2a: Creating an environment of respect and rapport Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, and disregard for students' engagement, and cognitive levels.	2- Developing
2b: Establishing a culture for learning High expectations for learning are reserved for only some students. Some students were left to sit with their heads down or not on task.	2- Developing
2c: Managing classroom procedures There is little loss of instructional time due to effective classroom routines and procedures.	3- Effective
2d: Managing student behavior Overall, student behavior is generally appropriate.	3- Effective
2e: Organizing physical space The teacher makes modest use of physical resources, including computer technology.	2- Developing
3a: Communicating with students The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.	2- Developing
3b: Using questioning and discussion techniques The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	2- Developing
3c: Engaging students in learning The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.	2- Developing
3d: Using assessment in instruction The teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	2- Developing
3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal.	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community	N/A
4e: Growing and developing professionally	N/A

Last Revised: 04/10/14 2:54:26 PM By msmaill2

Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

4f: Showing professionalism

N/A

Last Revised: 04/10/14 2:54:26 PM By marnall2

4
3

P 11/30

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2014-08-05 02:03 678

Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Areas of Strength:

2c: Managing classroom procedures: Although instructional time is maximized due to efficient and seamless classroom routines and procedures, Students should also take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies.

Priority Areas of Growth:

3b: Using questioning and discussion techniques: Please use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions.

Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

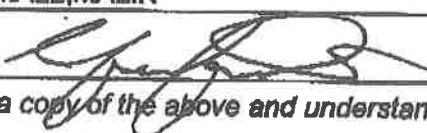
Evaluator's signature



Date 04/24/2014

Evaluator's name (print) SMALL, MALIK

Teacher's signature



Date 04/24/2014

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 04/10/14 2:54:26 PM By msmall2

EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HEDI scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF

Date: 05/05/2014 Time/Period: 11:25am-11:45am

Location : EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	3- Effective
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	2- Developing
1c: Setting instructional outcomes The outcomes represent low expectations for students and lack of rigor.	1- Ineffective
1d: Demonstrating knowledge of resources The teacher displays awareness of resources beyond those provided by the school or district	3- Effective
1e: Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.	2- Developing
1f: Designing student assessments Assessment criteria and standards have been developed, but they are not clear.	2- Developing
2a: Creating an environment of respect and rapport The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	2- Developing
2b: Establishing a culture for learning The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	3- Effective

Last Revised: 05/12/14 9:18:06 AM By msmith2

EDT 5/14/2014

2c: Managing classroom procedures -Students not working directly with the teacher are only partially engaged.	2- Developing
2d: Managing student behavior Standards of conduct appear to have been established, but their implementation is inconsistent.	2- Developing
2e: Organizing physical space The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	2- Developing
3a: Communicating with students -The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	2- Developing
3b: Using questioning and discussion techniques The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.	1- Ineffective
3c: Engaging students in learning The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking.	2- Developing
3d: Using assessment in instruction Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	2- Developing
3e: Demonstrating flexibility and responsiveness -The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so.	2- Developing
4e: Growing and developing professionally Teacher participates to a limited extent in professional activities when they are convenient.	2- Developing
4f: Showing professionalism The teacher must be reminded by supervisors about complying with school and district regulations.	2- Developing

Last Revised: 05/12/14 9:18:06 AM By msmall2

Teacher ID 0  11

Teacher Name EDGAR TELESFORD

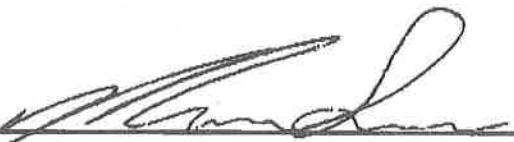
Additional Evaluator Notes (please attach more pages, as necessary):

Priority Areas of Strength: The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.

Priority Areas of Growth: Please use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.

Please feel free to schedule an appointment with me to discuss this observation.

Evaluator's signature



Date 5/12/14

Evaluator's name (print) SMALL, MALIK

Teacher's signature



Date 5/12/2014

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 05/12/14 9:18:06 AM By msmall2

EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HEDI scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
EXCELLENCE

Date: 05/16/2014 Time/Period: 9:19-9:35AM/Pd 2

Location : _____

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy	N/A
1b: Demonstrating knowledge of students The teacher understands the active nature of student learning and attains information about levels of development for groups of students.	3- Effective
1c: Setting instructional outcomes Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of an activity only. (SLO: Students will be able to know what is expected of them on their science fair.)	2- Developing
1d: Demonstrating knowledge of resources	N/A
1e: Designing coherent instruction	N/A
1f: Designing student assessments All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.	3- Effective
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect.	3- Effective
2b: Establishing a culture for learning The classroom culture is a place where learning is valued by most. (The teacher states "Everyone who participates will get some sort of reward" but does not convey the importance of hard work.)	2- Developing
2c: Managing classroom procedures There is little loss of instructional time due to effective classroom routines and procedures.	3- Effective

Last Revised: 05/21/14 11:52:37 PM By s1ee25

2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.	3- Effective
2e: Organizing physical space The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	2- Developing
3a: Communicating with students The instructional purpose of the lesson is communicated to students, but the teacher does not tie it to the broader scope of learning. (The teacher mainly focuses on how the project should be completed but does not tie it to the broader spectrum of the purpose of the project.)	2- Developing
3b: Using questioning and discussion techniques The teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher does not attempt to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking. (The teacher mainly recites what is required for the project, but does not provide opportunities for students to internalize the purpose of the project.)	2- Developing
3c: Engaging students in learning The learning tasks and activities are aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. (Students are not provided with the opportunity to reflect on their understanding of the project. Students are asked to read the directions of the project verbatim.)	2- Developing
3d: Using assessment in instruction Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. (Student are not provided with the opportunity to reflect on their projects. The teacher does not provide students with the opportunity to share their understanding of the project.)	2- Developing
3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. (The teacher mainly uses lecture style instruction without the opportunities for students to share their understanding.)	2- Developing
4a: Reflecting on teaching The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. (When asked to reflect on their practice, the teacher asks for suggestions rather than reflecting on their practice.)	2- Developing
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A

Last Revised: 05/21/14 11:52:37 PM By s1ee25

4d: Participating in the professional community The teacher participates in school events and school and district projects when specifically asked.	2- Developing
4e: Growing and developing professionally The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.	2- Developing
4f: Showing professionalism The teacher must be reminded by supervisors about complying with school and district regulations. (Teacher has to be reminded of coverages and getting to meetings and classes on time.)	2- Developing

Last Revised: 06/21/14 11:52:37 PM By s1ee25

Teacher ID XXXXXXXXXX

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area(s) of Strength:

1f: Designing student assessments: All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan should contain evidence of student contribution to its development.

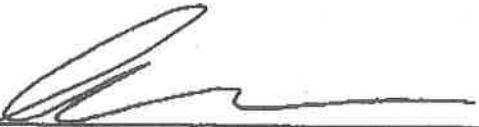
Priority Area(s) for Growth:

3c: Engaging students in learning: Rather than recitation style of disseminating information about the project, the students should be more involved in demonstrating their understanding of the project through self reflective discussion among their peers.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions. Variety or series of questions or prompts should be used to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students should formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves should ensure that all voices are heard in the discussion.

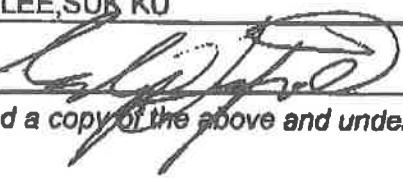
Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

Evaluator's signature 

Date 5/22/2014

Evaluator's name (print) LEE, SUK KU

Teacher's signature 

Date _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 06/21/14 11:52:37 PM By slue25

EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HEDI scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting Informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF

Date: 05/23/2014 Time/Period: 11:20-11:40AM/Pd 5 Location : EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher was asked to submit a lesson plan but did not send it.	N/A
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. (There were a number of students unable to start on their work and were sitting idly.)	2- Developing
1c: Setting instructional outcomes Lesson plan unavailable.	N/A
1d: Demonstrating knowledge of resources The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. (The teacher does not seek out for any professional growth or does so only when prompted.)	2- Developing
1e: Designing coherent instruction Lesson plan unavailable.	N/A
1f: Designing student assessments	N/A
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect.	3- Effective
2b: Establishing a culture for learning Students exhibit a limited commitment to complete the work on their own; many students are sitting without initiating any work. Only when prompted, do the students begin their work.)	2- Developing

Last Revised: 05/27/14 9:05:01 AM By alee25

2c: Managing classroom procedures The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. (Several students only begin their work after being prompted and redirected.)	2- Developing
2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.	3- Effective
2e: Organizing physical space The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	3- Effective
3a: Communicating with students Students working on independent projects.	N/A
3b: Using questioning and discussion techniques Students working on independent projects.	N/A
3c: Engaging students in learning The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." (A number of students are sitting idly while the rest of the class work on their projects.)	2- Developing
3d: Using assessment in instruction Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students.	3- Effective
3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. (Although some students suggest the use of their own devices, couple of student are left to sit without working on their projects.)	2- Developing
4a: Reflecting on teaching The teacher has no suggestions for how a lesson could be improved. (When asked on improving their practice, they respond by "what are your suggestions?" Only when asked to reflect on their practice does the teacher provide general ideas.)	1- Ineffective
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. (The teacher does not seek out for opportunities in	2- Developing

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improving their practice.)	
4e: Growing and developing professionally Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.	2- Developing
4f: Showing professionalism The teacher must be reminded by supervisors about complying with school and district regulations. (The teacher must be reminded to be at a coverage.)	2- Developing

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Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area(s) of Strength:

3d: Using assessment in Instruction: Assessment is fully integrated into Instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. To take the practice further the teacher should use Questions and assessments regularly to diagnose evidence of learning by individual students.

Priority Area(s) for Growth:

4a: Reflecting on teaching: The teacher should make a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. The teacher should also draw on an extensive repertoire of skills, the teacher should offer specific alternative actions, complete with the probable success of different courses of action. To take the practice further the teacher should seek out more opportunities for professional growth.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions.

Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

Evaluator's signature

Date 5/21/2014

Evaluator's name (print) LEE, SUK KU

Teacher's signature

Date

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

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EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HEDI scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
EXCELLENCE

Date: 05/27/2014 Time/Period: 8:05-8:30

Location : EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	3- Effective
1b: Demonstrating knowledge of students •The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."	2- Developing
1c: Setting instructional outcomes •Outcomes represent a mixture of low expectations and rigor. •Some outcomes reflect important learning in the discipline.	2- Developing
1d: Demonstrating knowledge of resources The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	3- Effective
1e: Designing coherent instruction •Instructional groups are random, or they only partially support objectives. •Lesson structure is uneven or may be unrealistic about time expectations.	2- Developing
1f: Designing student assessments Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	2- Developing
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect.	3- Effective
2b: Establishing a culture for learning	3- Effective

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•The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	
2c: Managing classroom procedures Some instructional time is lost due to partially effective classroom routines and procedures.	2- Developing
2d: Managing student behavior Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	2- Developing
2e: Organizing physical space The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology.	2- Developing
3a: Communicating with students •The teacher states clearly, at some point during the lesson, what the students will be learning.	3- Effective
3b: Using questioning and discussion techniques The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	2- Developing
3c: Engaging students in learning The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.	2- Developing
3d: Using assessment in instruction There is little evidence that the students understand how their work will be evaluated.	2- Developing
3e: Demonstrating flexibility and responsiveness •The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community •When invited, the teacher participates in activities related to professional inquiry. •When asked, the teacher participates in school activities, as well as district and community projects.	2- Developing
4e: Growing and developing professionally	N/A
4f: Showing professionalism	N/A

Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area of Strength: The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.

Priority Area of Growth: Please work to create a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. Please work to challenge students to justify their thinking and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard.

Please feel free to make an appointment with me to discuss this observation.

Evaluator's signature

Date 5 / 29 / 14

Evaluator's name (print) SMALL MALIK

Teacher's signature

Date

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

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EVALUATOR FORM 1

Artifact Form

Use this form to:

- 1) Evaluate and score teacher-submitted artifacts provided at the Initial Planning Conference or Pre-Observation Conference, Post-Observation Conference or prior to the Summative End of Year Conference. Evaluators should also use this form to score any artifacts submitted pursuant to an evaluator's request for additional artifacts where there is no evidence on any of the 22 rubric components.
 - Teachers may submit up to 8 artifacts: up to 2 artifacts may be submitted at the Initial Planning Conference or Pre-Observation Conference and up to 2 artifacts may be submitted at the Post-Observation Conference.
 - Each of the up to eight artifacts (plus any requested to complete evaluation on all components) should be scored independently of each other.
 - Each artifact should be evaluated using a separate form.
- 2) Provide teachers with an end-of-year artifact rating. In deriving this rating, evaluators must consider teacher-submitted artifact ratings, artifacts submitted pursuant to an evaluator's request for additional artifacts, and other evidence of practice considered at the summative end of year conference.

The evaluator should use this form to score any relevant Danielson 2013 components below (Domains 1 and 4). If an artifact is not relevant to/does not illustrate evidence for a component, N/A should be entered. Artifacts should not be double counted (they should only be rated on this form and not on Evaluator Form 2).

Lesson Plan
Sample Student Assessment/Rubric
Teacher Reflection
Parent Teacher Conference Log
Student Contract
Syllabus

Artifact Description: PD Certificate

Submitted at or prior to: End-of-Year Artifact Rating

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.	2- Developing
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	2- Developing
1c: Setting instructional outcomes Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and	2- Developing

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activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	
1d: Demonstrating knowledge of resources The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	2- Developing
1e: Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	2- Developing
1f: Designing student assessments Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	2- Developing
4a: Reflecting on teaching The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	2- Developing
4b: Maintaining accurate records The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	2- Developing
4c: Communicating with families The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	2- Developing
4d: Participating in the professional community The teacher's relationships with colleagues are characterized by negativity or combativeness.	1- Ineffective
4e: Growing and developing professionally Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	2- Developing
4f: Showing professionalism	2- Developing

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Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

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Teacher ID XXXXXXXXXX

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Evaluator's signature



Date

3/1/14

Evaluator's name (print) SMALL, MALIK

Teacher's signature

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Date

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